

CHAPTER - III

PLAN AND PROCEDURE OF THE STUDY

3.1. Introduction

The study is analytical and empirical in nature. It warrants the phenomena of peace education as transacted in schools to be observed and the textbooks to be critically analyzed. Unlike curriculum development which has phases that focuses on building a curriculum plan, ‘curriculum analysis involves unpacking the curriculum in order to understand the plan’ (Posner, 1992). A curriculum analysis unpacks the curriculum into its component parts, evaluates how the parts fit together in focus and coherence, checks the underlying beliefs and assumptions, and seeks justification for curriculum choices and assumptions.

The purpose of the study was to understand how peace education was being transacted in upper primary school curriculum. It required a framework on the basis of which the study could be taken up. It needed the concept of peace education for school children be identified. It required the researcher to find what tangible facets of peace education could be observed in learning materials and learning process. The following procedure was taken up.

3.2. Data Needed for The Study

As per **objective one** of the study, data needed about the concept of peace education are: the concept as reflected in different literature that are available in the area of peace education and how different documents at national and international level view the concept of peace education. For the **second objective**, the textbooks viz. English and Social Studies was analyzed chapter-wise to critically examine the concept of peace education as reflected there in the textbooks. For the **third objective**, data regarding classroom teaching was needed to examine the peace education as transacted by the teachers in the classroom setting to teach the above-mentioned subjects. For the **fourth objective**, data was needed about the nature of work given and conducted by teachers in co-curricular and extra-curricular activities in schools and out of schools.

3.3. Sources of Data

The sources of data for **objective one** was all relevant literature on peace education and national level educational documents. For the **second objective**, the prescribed textbooks of English and Social science for upper primary school level by the Text Book Board of Gujarat were the sources of data. For the **third objective**, the classroom processes of upper primary schools were the sources of data. For the **fourth objective**, the co- curricular and extra-curricular activities and personnel engaged in these activities were the sources of data.

3.4. Population of The Study

The schools offering upper primary education and following Gujarat Board curriculum constitute the population. As per DISE report of 2016-17, Gujarat has 32680 schools offering upper primary education. The number of schools offering upper primary education in Vadodara stood at 1120 as per DISE report 2016-17.

3.5. Sampling

The study being done in an analytical paradigm, a sample of only one English Medium school in Vadodara city having upper primary stage education was purposely selected. In this school standard VI to VIII was selected for the study. The prescribed upper primary school curriculum of Standard VI to VIII was taken up for critical analysis. As per **objective two**, the sample consisted of Textbooks of Standard VI to VIII of English medium school of Gujarat boards that are followed in the selected school. The text books in the two subjects namely, English and Social sciences, which are followed in this school, were taken up for analysis from peace education perspective. **For the objective three and four** the researcher proposed to be present in the school for continuous periods of time throughout the year and observe as many classes of each subject teacher of English, Social Science, and as many co-curricular and extra-curricular activities involving Standard VI to VIII organized in the schools. Further care was taken to observe some of the pertinent activities of the schools viz., assembly, sports, games, laboratory, annual day, sports day and other such important organization of co-curricular and extra-curricular activities.

3.6. Tools and Techniques

For the **first objective**, all relevant literature found by the researcher on peace education was studied to conceptualize peace education. Contents of the literature studied were analyzed in terms of peace education. What exactly emerged as concept of peace education was finalized. As per **the second objective**, the content analysis of the texts of all topics in the textbooks (Appendix 1) was done from peace education perspective that emerged from objective one. The contents that are related to peace education were identified in the analysis of text by the researcher. As per the **third objective**, non-participant observation technique was used for classroom teaching-learning process. The ten peace perspective namely, responsibility, equality, freedom, critical thinking, human initiatives, tolerance, non-violence, justice, unity and safeguard nature were guiding points for classroom observation. Therefore, all the actions of the student and teachers related to these values were observed. For the **fourth objective**, Co-curricular activities and extra-curricular activities, the researcher used non-participant observation as a technique to see the participation of students related to the ten peace perspective value as taken in objective three.

3.7. Collection of Data

As per the **first objective**, the researcher needs to collect sufficient literature on the concept of peace from national and international level literature survey. In order to achieve the objective of conceptualizing peace education for school level, especially at upper primary, the researcher followed a thoughtful set of steps mentioned below.

Step 1 Content of the literature studied was analyzed in terms of emerging peace education components.

Step 2 The concept of peace education that emerged was further enlisted in the form of themes. The themes were derived from previously conceptualised ideas of peace by scholars (Reardon,2001; Harris & Morrison,2003; Barlett,2008) , from national level documents like NCF (2005), NPE,(1986,1992), NCERT,(2004,2006) and from international works like ‘Learning: The Treasure Within’, ‘Peace education framework in UNICEF’, Peace education: framework for teacher education, ‘Learning the way of peace’ etc..

Step 3 The most suitable elements were selected to form a framework or ‘critical lens’ to study the curriculum of primary level education in the state of Gujarat.

Step 4 The derived themes were presented and discussed before a group of learned experts in the field of education. The discussants were in agreement with the presented thematic framework.

Step 5 The thematic framework was finalised for analysing primary level curriculum.

For the **second objective**, textbooks of the English and Social science subjects taught in Standard VI to VIII was critically analysed by the researcher from peace education perspective as will be found in objective one. In order to achieve the second objective of textbook analysis the following steps were taken

Step 1 First of all, the two prescribed textbooks (of semester 1 and semester 2) of each subject (Social Science and English) of each of the three standards namely the VI, VII and VIII were read thoroughly.

Step 2 A tentative set notes of titles of each chapter and its overall content was made.

Step 3 Keeping in mind the ten thematic areas finalised earlier, the chapters were read again carefully. A line or statement representative of that particular theme was selected from first chapter onwards. These chapter wise texts lines were identified by locating words and what they referred to. For example, a line in chapter 3 of std VI English textbook is ‘His mother told him many times not to waste water, but he did not listen’. This line was coded as ‘responsibility’. Similarly, other codes were marked next to the lines.

Step 4 On reading and scrutinizing the ideas the texts conveyed, they were colour codified under that particular theme’s name, that is potentially relevant ‘text segments’ (Creswell, 2007) were marked with a colored pen.

Step 5 A code ‘mother’s responsibility’, ‘cousin’s responsibility’ was clubbed under the common code ‘family responsibility’. A code ‘responsibility of police’, ‘responsibility of sarpanch’ was further coded under ‘responsibility of public servants’. The ideas pertaining to ‘Family responsibility’ and ‘responsibility of public servants’ and other codes were organized under the theme of ‘RESPONSIBILITY’. Similarly, other nine themes were identified and were arranged on the basis of the three levels of upper primary standards, that is, sixth, seventh and eighth. One can identify the perspective which underlies the sentences that are framed in the narration or description found in the textbooks. They have been critically scanned by the researcher for texts or narratives that portray values relevant in cultivating peace mind-set.

For the **third objective and fourth objective**, data was collected through observations and interpretations. Data was collected by observation of interactions occurring between teacher-

student and student- student during classroom teaching as well as in co-curricular and extra-curricular activities. The data gathered by observing the pedagogical process in the classrooms was analyzed subject-wise and the data was tabulated after evolving the categories.

3.8. Analysis of Data

For the **first objective**, after studying the relevant literature a write-up capturing the patterns and themes representing peace education was prepared. This was further validated with the help of experts in the field of education. The emerging frame formed the conceptualization of peace education at upper primary level. For the **second objective**, both researcher's and teachers' views on textbook content was subjected to thematic analysis based on the frame created through the first objective. For the **third objective and fourth objective**, the variety of interactions observed was taken as a complex system that is more than the sum of its parts. The complex interdependencies and dynamics were focused keeping in mind the frame created through the first objective.

In the next step, for study the pedagogical process the following steps were taken up. The researcher took permission to observe the teaching learning process that took place in Std VI, VII and VIII. A full teaching period was observed and field notes were made on the interactions that took place in the class. The interactions were transcribed and a sequential number value was given, so that the exact statements could be located during analysis. In this step too, the 'text segments were bracketed' (Creswell, 2007) according to the meaning they conveyed and or inferred.

For studying the co-curricular and extracurricular activities a similar set of steps were followed. One school event was fully observed and field notes made on the interactions that took place. Where interactions could not be listened to, a description of what could be seen was made. The interactions and descriptions were given a sequential number value so that statements could be located for cross reference. Codes were designated to meaningful interactions and descriptions and then taken up as themes.

The next chapter elaborates the approach taken for interpretation of peace education perspective in the curriculum. It is mentioned under the title of section A. The three components of curriculum, namely textbooks, pedagogic processes, co-curricular and extra-curricular activities were analyzed with the indicators developed after conceptualizing the peace education

perspective. The analysis of textbook is presented in section B, the pedagogic processes in section C and the co-curricular and extra-curricular activities under the section D. Finally, the findings and discussion on it is presented.